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ABSTRACT

These South Dakota fine arts content standards identify what students must know and be able to do. This document is a compilation of numerous sources and many years of experience in the teaching of fine arts. For each discipline (dance, music, theater/dramatic arts, and visual arts) the document gives an introduction and definition, multiple standards with rationale and grade level benchmarks, and a glossary. Contains a 7-item fine arts bibliography. (BT)

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South Dakota

FINE ARTS

SO 032 513

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Content Standards

Dance, Music, Theatre, & Visual Arts

SDICS PROJECT

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SOUTH DAKOTA
FINE ARTS STANDARDS

INTRODUCTION

The arts are an integral part of humanity and provide a way for South Dakota students to better understand the concept of culture. Culture has been defined as the way groups of people approach the world and organize their lives. The heart of culture is the guiding principles and beliefs that people deem to be most important. Since nomadic peoples first sang and danced for their ancestors, since hunters first painted their quarry on the walls of caves, since parents first acted out the stories of heroes for their children, the arts have described, defined, and deepened human experiences. All peoples, everywhere, have an abiding need for meaning; to connect time and space, experience and event, body and spirit, intellect and emotion. People use the arts to make these connections and to express their individual experiences and creativity. The fine arts serve a variety of important functions in education including:

- The fine arts assist in the teaching of how to use both verbal and nonverbal symbols to communicate ideas, feelings, and events. The fine arts move beyond the factual accounting of experience to provide deeper and more personal interpretation. They enable us to gain insight into the meaning of our experiences at new levels and depths of understanding.
- The fine arts promote critical thinking and problem solving, which can be applied to other aspects of learning and can facilitate success in the work place. They nurture intellectual and imaginative growth and enrich the spirit and heart while deepening one's sensibilities and understanding of human values.
- The arts provide a means for young people to gain knowledge about the world in which they live and an understanding and appreciation of past civilizations. When the arts are an integrated part of learning, they enhance the quality of life in the school and in the community at large.
- The fine arts are a methodology for teaching and learning. Individuals learn in many different ways and the arts facilitate success by providing a variety of options for students to demonstrate what they know and what they can do.

South Dakota schools must be committed to providing comprehensive Fine Arts Education to all students grades K-12. Through participation and classroom experiences, students can explore all aspects of the arts to develop an appreciation and recognition for arts and how they influence their daily lives.

VISION

The continued success of civilization to be both dynamic and nurturing ultimately depends on how well we develop the capacities of our children to live rich, rewarding, meaningful lives in a vastly complex world. The vision for the South Dakota Fine Arts Standards is to affirm that a future worth having depends on being able to construct a vital understanding of the arts, and that by doing so, students will be provided opportunities for personal study and fulfillment of self-potential.

Standards identify what students must know and be able to do. Thus, integration throughout the curriculum is the vision embedded in the fine arts standards. The standards support the self-actualization of each student by gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. The standards provide guidance to school district planning committees as they develop their local curriculum frameworks. The standards are intended to be dynamic statements, accessible to all students, and describe what students should know and be able to do as a result of their educational experiences.

RESEARCH BASE

The material in this document is a compilation of numerous sources and many years of experience in the teaching of the fine arts. Original input for deriving the fine arts standards was provided by students, parents, teachers, and communities of South Dakota. The final document evolved from the review of published standards from other states, numerous professional publications, and many discussions by experienced educators. The success of the Arts As Basic Curriculum (ABC) Project served as a foundation for direction and development of the standards.

Typical professional resources used in the development of the standards included current and time-proven textbooks and documents from noted authors, materials developed by the Consortium of National Arts Education Associations, and the South Dakota Arts Council. See the glossary at the end of each unit and the bibliography at the end of the Fine Arts section for definitions used and a listing of references.

Content standards in each of the fine arts (dance, music, theater, and visual arts) were written and approved in 1996. In 2000, the music standards were revised. The new music standards were approved by the State Board of Education in June, 2000.

DANCE

Content Standards

DANCE

INTRODUCTION

Dance or movement is an integral part of humanity; it is an expression of the values of a society. Dance has roots in every culture and historical period throughout the ages. Teaching dance in South Dakota schools provides students valuable information pertaining to history, culture, fitness, movement acquisition, and aesthetic appreciation. Teaching dance not only offers students knowledge of specific forms of movement, it provides insight into understanding the significance of dance or movement to all cultures.

Movement is an integral part of holistic learning and helps bring together body, mind, and spirit. Movement provides an avenue for becoming aware of the relationships among body, space, time, effort, and various dance patterns. It promotes effective creative thinking, problem solving, communication, and aesthetic criticism practices while building self-esteem. Dance or movement provides opportunities for learning and teaching through multiple intelligences. Additionally, the dance standards assist students in learning skills of social etiquette, of how to interact with others, and of how to show respect for others.

DANCE/MOVEMENT STANDARDS

1. **Students will understand and use dance as a means for creative self expression and interpersonal communication.**

2. **Students will understand the elements and techniques used in the creation and performance of dance.**

3. **Students will understand the relationship between dance and history, culture, and society.**

4. **Students will demonstrate a capacity for critical and sensitive response to various dance experiences.**

*All asterisked words and phrases appear in the Glossary at the end of this section.

STANDARD ONE:
Students will understand and use dance as a means for creative self expression and interpersonal communication.

RATIONALE: *Movement provides a way for students to discover exciting approaches to self-expression, problem solving, creative thinking, and communication. Movement or dance can and a way to demonstrate creative interpretation of ideas and concepts. assist in the integration of materials, concepts, and ideas from a variety of sources and curricular areas. This connection provides students with an avenue to find answers to various problems.*

BENCHMARKS:

K-2 Students will:

1. Understand that dance can express ideas or moods.
2. Use basic movement to share ideas.
3. Explore how movement is used in various activities and events.

3-4 Students will:

1. Describe how dance can tell stories or express ideas or moods.
2. Create movement phrases to portray a story or event.
3. Describe how movement can be used in other disciplines.

5-8 Students will:

1. Interpret dance performances that express concepts, tell stories, evoke moods or emotions and symbolize ideas.
2. Create movement patterns* that communicate ideas or emotions.
3. Use movement patterns to communicate concepts or ideas from other disciplines.

9-12 Students will:

1. Analyze how dance may express concepts, tell stories, evoke moods or emotions and symbolize ideas.
2. Create a dance performance that expresses personal interpretations of ideas or emotions.
3. Use movement patterns to communicate an understanding of themes and concepts from other disciplines.

STANDARD TWO:
Students will understand the elements and techniques used in the creation and performance of dance.

RATIONALE: *Students who are given the opportunity to study and experience various forms of movement come to better understand their own bodies in relation to space, time, and effort. Learning different patterns or routines of movement will lead students to a personal understanding of aerobic fitness, muscular endurance, flexibility, strength, balance, and opportunities for leisure pursuits.*

BENCHMARKS:

K-2 Students will:

1. Understand basic movement elements.
2. Recognize balance and flexibility necessary for specific forms of movement.
3. Understand body awareness utilizing time and space.

3-4 Students will:

1. Recognize the technical skills necessary to execute various movement patterns.
2. Engage in routines which develop strength, balance, and flexibility necessary for movement.
3. Recognize varying dynamics in movement patterns utilizing time* and space*.

5-8 Students will:

1. Examine the technical skills necessary in the presentation of various movement patterns and sequences.
2. Establish routines which develop muscular endurance, strength, balance, and flexibility necessary for specific forms of movement.
3. Examine projection and style in steps and patterns of movement.

9-12 Students will:

1. Analyze the technical skill and consistency necessary in the presentation of various movement patterns and sequences.
2. Analyze appropriate skeletal alignment, body articulation, and coordination necessary within specific forms of movement.
3. Analyze projection* and style* in complex steps and patterns of movement.

STANDARD THREE:
Students will understand the relationship between dance and history, culture, and society.

RATIONALE: *Students who are given the opportunity to study and experience dance representing other cultures and time periods gain a deeper understanding of their own and other cultures. Understanding the meaning or message a culture conveys through dance or movement patterns provides a connection to that culture. Knowledge of the relationship between a people and their forms of dance deepens and enriches student understanding of that culture.*

BENCHMARKS:

K-2 Students will:

1. Understand that different historical periods produced different styles and forms of movement.
2. Recognize ways dance is used in particular cultures.
3. Recognize that people create and perform dance differently.

3-4 Students will:

1. Recognize how historical events have influenced dance.
2. Describe how dance reflects the customs of various cultures.
3. Describe the contribution of selected artists to various forms and styles of dance.

5-8 Students will:

1. Investigate historical events and periods and their influence on dance.
2. Research how dance reflects the customs or traditions of different cultures.
3. Investigate the contributions of recognized artists to various styles of dance.

9-12 Students will:

1. Analyze the relationship between historical events and the development of dance.
2. Research the role* and contribution of dance in reflecting and influencing society in various cultures over time.
3. Analyze the influence of recognized artists on the evolution of specific dance forms.

STANDARD FOUR:
Students will demonstrate a capacity for critical and sensitive response to various dance experiences.

RATIONALE: *To fully appreciate the nature and dimension of dance, students must develop methods and establish criteria for evaluating the impact and effectiveness of various dance forms, presentations, or performances. Students can further their understanding and appreciation of various dance forms when they actively engage in dance and establish criteria to evaluate their own performance. The appropriate evaluation of any form of dance requires critical and sensitive response to the performance.*

BENCHMARKS:

K-2 Students will:

1. Understand characteristics that produce a quality dance performance.
2. Express personal likes and dislikes for various dance forms and styles.
3. Describe the quality of personal dance performance.

3-4 Students will:

1. Describe quality of dance using specific criteria.
2. Explain personal preference for specific dance forms and styles.
3. Describe the quality of personal dance performance using specific criteria.

5-8 Students will:

1. Analyze the quality of dance using criteria appropriate for the style.
2. Describe dance preferences using personal aesthetic criteria*.
3. Evaluate the effectiveness of personal dance performances using specific criteria.

9-12 Students will:

1. Evaluate specific forms of dance using appropriate technical and artistic criteria.
2. Justify dance preferences using personal aesthetic criteria.
3. Evaluate the quality and effectiveness of personal dance performances using specific criteria.

GLOSSARY DANCE/MOVEMENT

Aesthetic criteria: The standards on which to make judgments about the artistic merit of a work of art.

Aesthetic qualities: The emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art.

Dynamics: The expressive content of human movement, sometimes called qualities of efforts; dynamics manifest the interrelationships among the elements of space, time, and force/energy.

Force: As related to movement qualities.

Movement patterns: Patterns which consist of distinctive sequences; the way movement is structured to create a specific dance or demonstrate a specific effect; movement patterns oftentimes are repetitive.

Movement quality: The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance; typical terms denoting qualities include sustained, swing, percussive, collapse, and vibratory and effort combinations such as float, dab, punch, and glide.

Projection: A confident presentation of one's body and energy to vividly communicate movement and meaning to an audience; performance quality.

Role: The impact, influence, or reflective nature of dance in selected aspects of a culture, e.g., occupations, politics, societal trends, etc.

Space: As related to shape and pathways.

Style: A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period.

Technical skill: The degree of precision and proficiency a person demonstrates and maintains within various routines.

Time: As related to rhythm and tempo.

MUSIC

Content Standards

Music

VISION STATEMENT

South Dakota "students in all grade levels should have access to a balanced, comprehensive, and sequential program of music instruction taught by qualified teachers" using quality literature, materials, and technology. (Adapted from Music Educator's National Conference *Opportunity to Learn Standards.)*

INTRODUCTION

Music serves as a frame of reference to the culture and the environment that created it. Music is basic for students of all ages and abilities. It should be taught as its own discipline, as well as an integral part of other curricular areas. Music instruction needs to be developmentally appropriate, relevant, and lead to life-long learning. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music. Technology should be used to enhance and broaden students' capabilities to access information and express themselves creatively.

Music provides opportunities for self-expression, creativity and aesthetic awareness through appreciation, active classroom participation, creative production and performance. People of all cultures, beliefs, and societies are connected through music as a form of universal communication. Musical instruction develops awareness and understanding from a cultural and historical perspective.

The music standards define what South Dakota's students need to know and be able to do in music.* In addition, they recognize that music is a vehicle for broader understanding and knowledge. By utilizing these standards and the ideals they represent, South Dakota schools will develop students who are musically literate consumers and producers.

* Two levels of achievement, "proficient" and "advanced," have been established for grades 9-12. The proficient level is intended for students who have completed courses involving relevant skills and knowledge for one to two years beyond grade 8. The advanced level is intended for students who have completed courses involving relevant skills and knowledge for three to four years beyond grade 8. Students at the advanced level are expected to achieve the standards established for the proficient as well as the advanced levels.

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MUSIC STANDARDS

1. **Students will use the performance of music as a means for creative expression and communication.**

2. **Students will communicate their thoughts and ideas through the creation of music.**

3. **Students will read and notate music.**

4. **Students will listen to, analyze, and evaluate music.**

5. **Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.**

Standard One: Performing
Students will use the performance of music as a means for creative expression and communication.

RATIONALE: *Musical performance is one way of developing effective communicators. Through the performance of music, students develop confidence, self-discipline, and the ability to work with others. They see themselves as a relevant part of their world and integrate prior knowledge and personal experiences into a variety of endeavors. The music they perform or study often becomes an integral part of their personal musical repertoire.*

Indicator:
1. Students will sing, alone and with others, a varied repertoire of music.

K – 2 Benchmarks

Students will
a. sing and match a simple melodic pattern in their vocal range.
b. sing simple songs in various keys, meters and genres, becoming increasingly accurate in pitch and rhythm.
c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures and ethnic groups.
d. use their voices expressively as they speak, chant, and sing.
e. sing simple ostinati or chants with another vocal part.

3 - 4 Benchmarks

Students will
a. sing independently, on pitch and in rhythm, with appropriate technique, diction, and posture, while maintaining a steady tempo.
b. sing expressively, with appropriate dynamics, phrasing, and interpretation.
c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
d. sing ostinatos, partner songs, and rounds.
e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

5 – 8 Benchmarks

Students will
a. sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges.
b. sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter.

c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
d. sing music written in two and three parts.

Students who participate in a choral ensemble will

e. sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will

a. sing with expression and technical accuracy a large and varied repertoire of vocal literature, which requires well developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys, including some songs performed from memory.
b. sing music written in four parts, with and without accompaniment.
c. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Achievement Standard, Advanced:
Students will

d. sing with expression and technical accuracy a large and varied repertoire of vocal literature, which includes advanced technical and interpretive skills.
e. sing music written in more than four parts.
f. sing in small ensembles with one student on a part.

Indicator:

2. Students will perform on instruments, alone and with others, a varied repertoire of music.

K – 2 Benchmarks

Students will

a. play simple melodies and accompaniment on instruments maintaining a steady tempo.
b. perform simple rhythmic and melodic ostinati while students sing a contrasting part.
c. perform music from different cultures and ethnic groups.
d. experiment with instruments for accompaniments to music or creative movement.

3 - 4 Benchmarks

Students will

a. perform on pitch, in rhythm, and with appropriate dynamics and technique, while maintaining a steady tempo.
b. perform simple rhythmic, melodic, and chordal patterns accurately and independently on instruments.
c. perform expressively a varied repertoire of music representing diverse genres and styles.
d. echo short rhythmic and melodic patterns.
e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
f. perform independent instrumental parts while other students sing or play contrasting parts.

5 – 8 Benchmarks

Students will

a. perform on at least one instrument accurately and independently with proper instrumental technique.
b. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature.
c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument .

Students who participate in an instrumental ensemble or class will

e. perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will

a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature.
b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
c. perform in small ensembles with one student on a part.

Achievement Standard, Advanced:
Students will

d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature, which includes advanced technical and interpretive skills.

Standard Two: Creating
Students will communicate their thoughts and ideas through the creation of music.

RATIONALE: *Composing and improvising provide students with unique insight into the form and structure of music and, at the same time, help them to develop their creativity. Working within the form and structure of music, students gain the ability to problem-solve and apply their basic knowledge using higher level thinking skills. These skills are enhanced through emerging technology.*

Indicator:
1. Students will improvise melodies, variations, and accompaniments.

K – 2 Benchmarks

Students will
a. improvise "answers" to short rhythmic and melodic phrases.
b. improvise simple rhythmic and melodic accompaniments.
c. improvise songs to accompany stories and dramatizations.

3 - 4 Benchmarks

Students will
a. improvise "answers" in the same style to given rhythmic and melodic phrases.
b. improvise simple rhythmic and melodic ostinato accompaniments.
c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
d. improvise short songs and instrumental pieces, using a variety of sound sources.

5- 8 Benchmarks

Students will
a. improvise simple harmonic accompaniments.
b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will
a. improvise stylistically appropriate harmonizing parts.
b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Achievement Standard, Advanced:
Students will
d. improvise stylistically appropriate harmonizing parts in a variety of styles.
e. improvise rhythmic and melodic variations on melodies in blues and modal scales.
f. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Indicator:
2. *Students will compose and arrange music within specified guidelines.*

K – 2 Benchmarks

Students will
a. create short pieces of music using voices, instruments, and other sound sources.

3 - 4 Benchmarks

Students will
a. create and arrange music to accompany readings or dramatizations.
b. create and arrange simple rhythmic and melodic pieces within specific guidelines, using a variety of sound sources.

5 – 8 Benchmarks

Students will
a. compose short pieces which demonstrate the elements of unity and variety, tension and release, and balance.
b. compose or arrange simple pieces for voices or instruments using a variety of sound sources.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will
a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
b. arrange pieces for voices or instruments other than those for which the pieces were written.
c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Achievement Standard, Advanced:
Students will
d. compose music, demonstrating imagination and technical skill in applying the principles of composition.

Standard Three: Reading
Students will read and notate music.

RATIONALE: *Learning to read and notate music gives students skills with which to explore music independently and with others. Reading music promotes higher level thinking skills through translation of symbols and serves as a means of communication throughout the world. A firm grounding in this standard lays the foundation for life long learning.*

Indicator:
1. Students will read and notate music.

K – 2 Benchmarks

Students will
a. read whole, half, quarter, and paired eighth notes and quarter rests in 2/4, 3/4, and 4/4 meter.
b. use a system (i.e. syllables, numbers, or letters) to begin to read simple pitch notation on a staff.
c. recognize dynamics and tempo and interpret them correctly.

3 - 4 Benchmarks

Students will
a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4 , 3/4 , and 4/4 meter signatures.
b. use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in the treble clef.
c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.

5 – 8 Benchmarks

Students will
a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures.
b. read at sight simple melodies in treble and/or bass clefs.
c. read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
d. use standard notation to record their musical ideas and the musical ideas of others.
e. read non-standard notation symbols used by some 20th century composers.

Students who participate in a choral or instrumental ensemble or class will
f. sight-read music which contains changes of tempo, key and meter.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will

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a. demonstrate the ability to read an instrumental or vocal score of up to four staves.

Students who participate in a choral or instrumental ensemble or class will

b. sight-read music which contains moderate technical demands, expanded ranges, and varied interpretive requirements.
c. interpret non-standard notation symbols used by some 20th century composers.

Achievement Standard, Advanced:
Students will

d. demonstrate the ability to read a full instrumental or vocal score and explain all transpositions and clefs.

Students who participate in a choral or instrumental ensemble or class will

e. sight-read, accurately and expressively, music which requires well developed technical skills.

Standard Four: Listening
Students will listen to, analyze, and evaluate music.

RATIONALE: *Listening to, analyzing, and evaluating music are important building blocks of musical learning. These skills expand musical appreciation, expression, and the justification of musical preferences, leading to knowledgeable consumers and supporters of music. They also provide a foundation for critical thinking.*

Indicator:
1. Students will listen to, analyze, and describe music.

K – 2 Benchmarks

Students will
a. begin to identify simple music forms.
b. identify the timbre of instruments and voices.
c. respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

3 - 4 Benchmarks

Students will
a. identify simple music forms when presented aurally.
b. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
c. identify the sounds of a variety of instruments and voices representing diverse styles, genres, and various cultures.

5 – 8 Benchmarks

Students will
a. describe specific music events in a given aural example, using appropriate terminology.
b. analyze the uses of elements of music in aural examples representing diverse genres and cultures.
c. Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will
a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
b. demonstrate understanding of the technical vocabulary of music.

Achievement Standard, Advanced:
Students will
c. compare ways in which the elements of music and expressive devices are used in works of the same genre or style.

Indicator:

2. Students will evaluate music and music performances.

K – 2 Benchmarks

Students will

a. use their own vocabulary and standard music terminology to explain personal preferences for specific musical works and styles.

3 - 4 Benchmarks

Students will

a. evaluate performances and compositions given specific criteria.
b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

5 – 8 Benchmarks

Students will

a. develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Achievement Standard, Advanced:

Students will

c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical elements it uses to evoke feelings and emotions.

Standard Five: Understanding Relationships
Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

RATIONALE: *Integration of other disciplines with music helps students see relevance and connections among all curricular areas. Music is a frame of reference for the culture and environment which created it. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. By understanding the cultural and historical forces that shape social attitude and behaviors, students are better prepared to live in communities that are increasingly multicultural. Through an understanding of others, we increase our understanding of self.*

Indicator:
1. Students will understand relationships between music, the other arts, and disciplines outside the arts.

K – 2 Benchmarks

Students will
a. perform and listen to music that correlates to other curricular areas.

3 - 4 Benchmarks

Students will
a. identify similarities and differences in the meanings of common terms used in the various arts.
b. identify ways in which the content of other disciplines is interrelated with that of music.

5 – 8 Benchmarks

Students will
a. compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.
b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will
a. explain and cite examples of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Achievement Standard, Advanced:
Students will

d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
e. compare and contrast careers in the arts.

Indicator:

2. *Students will understand music in relation to history and culture.*

K – 2 Benchmarks

Students will

a. perform and listen to music from various genres, styles, cultures, and ethnic groups.
b. demonstrate an awareness of music as a part of daily life.

3 - 4 Benchmarks

Students will

a. identify by genre or style aural examples of music from various historical periods, cultures, and ethnic groups.
a. describe in simple terms how elements of music are used in music examples from various cultures of the world.
b. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
c. identify and describe roles of music and musicians in various music settings and cultures.
d. demonstrate audience behavior appropriate for the context and style of music performed.

5 – 8 Benchmarks

Students will

a. describe distinguishing characteristics of representative music genres and styles
b. from a variety of cultures and ethnic groups.
c. classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary.
d. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

9 – 12 Benchmarks

Achievement Standard, Proficient:
Students will

a. classify by genre or style and by historical period or culture, or ethnic group, aural examples of music and explain the reasoning behind their classification.
b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Achievement Standard, Advanced:
Students will

e. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.
f. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

GLOSSARY OF TERMS

Aesthetic: relating to or dealing with the beautiful; appreciative of or responsive to the beautiful; having to do with the nature of beauty, the nature and value of art; relating to artistic qualities or experiences derived from or based upon the senses and how they are affected or stimulated.

Aesthetic criteria: standards used for assessing the effectiveness of fine art forms. These may include the quality of physical perception, emotional makeup of the participant, and the context in which the particular art form is being experienced.

Alla breve: The *meter signature indicating the equivalent of 2/2 time.

Articulation: In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Characteristics: components of music, such as *meter, rhythm, *tonality, intervals, chords, harmonic progressions.

Classroom instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, *fretted instruments, keyboard instruments, and electronic instruments.

Dynamic levels, dynamics: Degrees of loudness.

Elements of music: Pitch, rhythm, harmony, *dynamics, *timbre, texture, *form

Expression, expressive, expressively: With appropriate *dynamics, phrasing, *style, and interpretation and appropriate variations in dynamics and tempo.

Form: The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Fretted instruments: Instruments with frets (strips of material across the fingerboard allowing the strings to be stopped at predetermined locations), such as guitar, ukulele, and sitar.

Genre: A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation: The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Level of difficulty: For purposes of these standards, music is classified into six levels of difficulty:

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a *meter signature at the beginning of a work.

Musicality: refers to the expression or expressiveness of performance; performing with appropriate *dynamics, phrasing, *style, and interpretation and appropriate variations in dynamics and tempo.

Organizational principles: underlying characteristics of music, such as unity variety or repetition and contrast.

Ostinato: A short musical pattern that is repeated persistently throughout a composition.

Staves: Plural of staff (the five parallel lines on which music is written).

Style: The distinctive or characteristic manner in which the *elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), *form or type of composition (fugal style, contrapuntal style), or *genre (operatic style, bluegrass style).

Technical accuracy, technical skills: The ability to perform with appropriate *timbre, *intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre: The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality: The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from *ca. 1600.*

Theater / Dramatic Arts

Content Standards

THEATER/DRAMATIC ARTS

INTRODUCTION

The study of theater arts is a collaborative, integrated, lifetime endeavor. Drama is an active, living, universal teaching tool which compels students to take a participatory role in developing life skills while engaging in more effective dialogue with others. Through the dramatic arts, students become active initiators rather than passive receivers of information and theater serves as universal denominator for making connections between history and technology.

Dramatic arts provide students an immediate picture of the time and of the people in it. Performance engages the individual in recalling past experience to define the present and to build toward the future. It is important for students of theater to recognize their dual roles of being active participants in life as well as being performers who represent life. Ultimately students must not be restricted i n developing their potential, but rather, recognize the theater standards as targets which assist in goal setting and in helping to reach personal fulfillment.

THEATER/DRAMATIC ARTS STANDARDS

1. **Students will use theater as a means for creative self-expression and interpersonal communication.**

2. **Students will understand the technical and dramatic aspects used in the production and performance of theater.**

3. **Students will understand the relationship between theater and history, culture, and society.**

4. **Students will demonstrate a capacity for critical and sensitive response to various theater experiences.**

* All asterisked words and phrases appear in the Glossary at the end of this section.

STANDARD ONE:
Students will use theater as a means for creative self-expression and interpersonal communication.

RATIONALE: *Theater provides the basis for actively joining the intellectual, physical, and vocal tools and talents of the individual. Through theater, students can form personal interpretations of feelings or emotions and use their own creativity to communicate ideas and opinions to others. Creative self-expression builds character, confidence, and individual esteem.*

BENCHMARKS:

K-2 Students will:

1. Explain how people convey meaning through dramatization.
2. Share ideas or emotions through dialogue in social pretend play*.
3. Explore how drama is used in other activities and events.

3-4 Students will:

1. Articulate the meaning of different dramatizations or dramatic performances.
2. Present ideas or emotions through a variety of dramatizations.
3. Explain how drama can be used in other disciplines.

5-8 Students will:

1. Interpret the meaning constructed from various formal and informal productions.
2. Express ideas and emotions through various improvised and scripted scenes*.
3. Create or use dramatic presentations to communicate an understanding of concepts from other disciplines.

9-12 Students will:

1. Analyze and interpret the artistic meaning in various formal or informal productions.
2. Express ideas, feelings, and emotions through personal interpretation, creation, and improvisation.
3. Use dramatic presentations to communicate an understanding of themes and concepts from other disciplines.

STANDARD TWO:
Students will understand the technical and dramatic aspects used in the production and performance of theater.

RATIONALE: *As students develop their abilities as directors and performers, they gain a clearer understanding of the technical* and dramatic aspects* of production and performance. This understanding provides the framework for effective interpretation and performance of ideas, roles, or scripted dialogue. The use of technical and dramatic aspects of theater join music, dance, and visual arts to create a total aesthetic experience.*

BENCHMARKS:

K-2 Students will:

1. Recognize the appropriate set design for various productions.
2. Select various people from the appropriate literature and dramatize their character.
3. Recognize the attributes of characters in drama.

3-4 Students will:

1. Design a set appropriate to the nature of a production.
2. Explore acting techniques or principles of drama.
3. Describe attributes of various characters in drama.

5-8 Students will:

1. Describe the technical aspects* of designing and directing a variety of theatrical productions.
2. Describe various classical* and contemporary* acting techniques and methods.
3. Determine the emotional and social dimensions of characters in various dramatic texts.

9-12 Students will:

1. Analyze the technical aspects of designing and directing a variety of theatrical productions.
2. Demonstrate and explain various classical and contemporary acting techniques and methods.
3. Analyze the physical, emotional, and social dimensions of characters in dramatic texts from various genres and media.

STANDARD THREE:
Students will understand the relationship between theater and history, culture, and society.

RATIONALE: *A meaningful understanding of the relationships among historic, culture, and society and how these are influenced or reflected through theater begins with a strong knowledge base. Students must be familiar with the core of dramatic literature; study the historical, social, and cultural context of various performances and productions; be knowledgeable of the recognized authors, performers, and directors who have contributed to and shaped the dramatic arts.*

BENCHMARKS:

K-2 Students will:

1. Understand that a dramatization can portray an event.
2. Recognize how drama is a part of all cultures.
3. Recognize that people create and perform dramatic arts in a variety of styles.

3-4 Students will:

1. Explain how a dramatization can portray an event in history.
2. Describe how the dramatic arts reflect the customs of various cultures.
3. Describe the contribution of selected artists to various forms and styles of drama.

5-8 Students will:

1. Describe how historical events have shaped the development of dramatic productions and performances.
2. Research how the dramatic arts reflect the customs or traditions of different cultures.
3. Research the influence of recognized writers and performers from various cultures on drama.

9-12 Students will:

1. Analyze the relationship between historical events and the development of theatre.
2. Analyze the role* and evolution of dramatic art forms in reflecting and influencing society in various cultures throughout history.
3. Evaluate the influence of individual artists from various cultures and historical periods.

STANDARD FOUR:
Students will demonstrate a capacity for critical and sensitive response to various theater experiences.

RATIONALE: *Experiencing various forms of dramatic production and performance provides students the opportunity to observe a variety of similarities, differences, and patterns found in theater. Students must think critically and make decisions about the effectiveness and quality of theatrical productions. Students must develop the capacity for critical and sensitive response to performance and become skilled at evaluating aesthetic effort according to predetermined criteria. Evaluation allows the individual to more deeply appreciate the work of others and at the same tune envision ways of improving personal effort and performance.*

BENCHMARKS:

K-2 Students will:

1. Recognize the characteristics found in a quality theatre production.
2. Express personal likes and dislikes about various dramatic works.
3. Explain ways to improve personal role playing*.

3-4 Students will:

1. Describe a selected dramatic work according to specific criteria.
2. Explain personal preference for specific dramatic works.
3. Determine ways to improve personal dramatic work.

5-8 Students will:

1. Compare literary content and production of various forms of dramatic works using specific criteria.
2. Support personal preference for various dramatic arts.
3. Evaluate the effectiveness of personal dramatic work using specific criteria.

9-12 Students will:

1. Analyze the literary content and production of various forms of dramatic works according to distinct and appropriate criteria.
2. Justify preferences for dramatic works using personal aesthetic criteria*.
3. Evaluate the quality and effectiveness of personal dramatic work using specific criteria.

GLOSSARY OF TERMS
THEATER/DRAMATIC ARTS

Aesthetic criteria: Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aesthetic qualities: The emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art.

Aural qualities: Includes pitch, rhythm, dynamics, tempo, expression.

Classical Acting: Acting techniques and methods considered traditional and were significant in earlier times.

Classical Drama: Dramatic form and production techniques considered of significance in earlier times, in any culture or historical period.

Contemporary Acting: Acting techniques and methods which are presently used and are oftentimes impacted by various modern electronic technologies or media forms.

Contemporary Technical aspects: Those aspects which may be influenced by modern science, chemistry, and technologies.

Dramatic media: Includes film, television, electronic media, e.g., virtual reality.

Pretend Play: Children create situations to play and assume roles; children use pretend play as a means of making sense of the world around them, e.g., children learn from their parents, peers, viewing television, etc. and use pretend play as a way to emulate what they see and hear.

Role/Role Playing: The characteristic and expected social behavior of an individual in a given position (such as mother, employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

Role: The impact, influence, or reflective nature of theater in select aspects of a culture, e.g., occupations, politics, societal trends, etc.

Scripted Scenes: Scenes which have written dialogue; scenes which allow very limited alteration of the dialogue.

Technical aspects of theatre production: Those aspects of theatre pertaining to production, set design, stage use, etc.

Visual elements: Includes line, texture, color, space.

Visual principles: Includes repetition, balance, emphasis, contrast, unity.

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Visual Arts

Content Standards

VISUAL ARTS

INTRODUCTION

The visual arts are an integral part of the human experience and have roots i n every culture and historical period throughout the world. Visual art provides students an immediate picture of an era and its people. Knowledge of the cultural and historical context of visual art helps students recognize connections among all aspects of living and learning. Through the visual arts students are provided an opportunity to discover, develop, and actualize their unique potential. The visual arts assist students in developing the many facets of multiple intelligences while providing meaningful learning opportunities and the development of critical and creative thinking.

Visual art is holistic in nature and visual arts education is fundamental if students are to become informed and contributing members of the world community. Engagement in the visual arts permits students to become active initiators rather than passive receivers of information and fosters creative self-expression and aesthetic awareness. Students must be granted opportunities to use the visual arts standards as targets which provide a foundation for setting goals and achieving personal fulfillment.

VISUAL ARTS STANDARDS

1. **Students will understand and use visual arts as a means for creative self- expression and interpersonal communication.**

2. **Students will understand the, media, techniques and processes used in the production of visual arts.**

3. **Students will understand the relationship between visual arts and history, culture, and society.**

4. **Students will demonstrate a capacity for critical and sensitive response to various visual arts experiences.**

* All asterisked words and phrases appear in the Glossary at the end of this section.

STANDARD ONE:
Students will understand and use visual arts as means for creative self-expression and interpersonal communication.

RATIONALE: *Visual arts production provides a means for creativity and self-expression. Creating visual art provides a way for students to actively use traditional materials and contemporary techniques to demonstrate personal interpretations of feelings, thoughts, and ideas. Integration of visual art with other disciplines helps students see relevance and connections among all curricular areas and increases their knowledge base, self-esteem, and personal confidence.*

BENCHMARKS:

K-2 Students will:

1. Understand that art tells stories, expresses moods, or conveys ideas.
2. Explore a variety of media to create artwork to reflect personal ideas, objects or events.
3. Explore how art is used in other activities and events.

3-4 Students will:

1. Describe how visual arts tell stories or express moods or ideas*.
2. Use selected media* and processes* to express ideas or personal topics of interest.
3. Describe how visual arts media and processes can be used in other disciplines.

5-8 Students will:

1. Interpret the concepts, stories, moods, or ideas in various works of art.
2. Express personal ideas, experiences, or emotions through various media, processes, and techniques.
3. Use visual arts to communicate themes and concepts from other disciplines.

9-12 Students will:

1. Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.
2. Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.
3. Use artwork which communicates an understanding of themes or concepts from other disciplines.

STANDARD TWO:
Students will understand the media, techniques and processes used in the production of visual arts.

RATIONALE: *Understanding various media and a variety of production techniques and processes provides students with knowledge of how to use a diversity of appropriate elements and principles to solve visual arts problems. This knowledge-base provides students the background to effectively interpret and portray emotions and ideas. A well-grounded understanding of its many components builds a foundation for life-long engagement in and enjoyment of visual arts.*

BENCHMARKS:

K-2 Students will:

1. Recognize various media* and materials* which may be used in artwork.
2. Experiment with selected techniques' to improve the presentation of artwork.
3. Understand various art elements* can produce different visual effects.

3-4 Students will:

1. Explore various media and processes* used in the production of visual arts.
2. Understand selected techniques which give artwork detail.
3. Choose appropriate elements and principles* to solve visual arts problems.*

5-8 Students will:

1. Describe the various media and processes used to create a variety of art forms.
2. Describe various techniques which give artwork definition and detail.
3. Apply appropriate compositional elements and organizational principles* to solve specific visual arts problems.

9-12 Students will:

1. Analyze the various media and processes used in creating a variety of art forms.
2. Analyze a variety of techniques which give artwork definition and detail.
3. Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.

STANDARD THREE:
Students will understand the relationship between visual arts and history, culture, and society.

RATIONALE: *When students are given the opportunity to study and experience visual arts which represent other cultures and time periods, they gain a deeper understanding of their own as well as other cultures. Knowledge of the interrelationships between people and their art, and the influence one has on the other, helps students develop an appreciation for and tolerance of differences. The visual arts provide a better understanding of and a common bridge among cultures throughout the world.*

BENCHMARKS:

K-2 Students will:

1. Understand that history has been recorded through the arts.
2. Explore ways art reflects culture and society.
3. Understand that different artists create different forms and types of art.

3-4 Students will:

1. Describe how selected works of art have recorded and preserved history.
2. Describe the functions and uses of visual arts in a variety of cultures and societies.
3. Explain how different artists have influenced or contributed to the world of visual art.

5-8 Students will:

1. Investigate how the visual arts record, preserve and highlight history.
2. Investigate ways the visual arts reflect and influence the culture and societies in which they were created.
3. Describe the influence of selected artists on the evolution of various forms of visual art.

9-12 Students will:

1. Analyze how the visual arts record, preserve, highlight and symbolize the history of humanity.
2. Analyze the role of visual arts in reflecting and influencing the culture and societies in which they are created.
3. Analyze the influence of significant artists on the evolution of the various forms of visual arts.

STANDARD FOUR:
Students will demonstrate a capacity for critical and sensitive response to various visual arts experiences.

RATIONALE: *By describing, analyzing, and evaluating various processes, production techniques, and media used, students develop the ability to more fully appreciate the visual arts. Students develop the capacity for critical and sensitive response to the effort of others by using appropriate criteria to evaluate various forms of art work. Students must establish criteria to assess their own art work and view self-evaluation as an opportunity for personal improvement.*

BENCHMARKS:

K-2 Students will:

1. Recognize various artworks which express similar artistic concepts and ideas.
2. Express personal likes and dislikes of various works of art.
3. Describe the quality of personal artwork.

3-4 Students will:

1. Compare various art works in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.
2. Explain likes and dislike for various works of art.
3. Describe the quality of personal artwork using specific criteria.

5-8 Students will:

1. Analyze various artworks in terms of artistic concepts or ideas using criteria appropriate for the style or form.
2. Defend visual art preferences using personal aesthetic* criteria.
3. Determine the quality and effectiveness of personal artwork using specific criteria.

9-12 Students will:

1. Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.
2. Justify visual art preferences using personal aesthetic criteria.*
3. Evaluate the quality and effectiveness of personal artwork using specific criteria.

GLOSSARY

Aesthetic: relating to or dealing with the beautiful; appreciative of or responsive to the beautiful; having to do with the nature of beauty, the nature and value of art; syn: artistic qualities or experiences derived from or based upon the senses and how they are affected or stimulated.

Aesthetic criteria: standards used for assessing the effectiveness of fine art forms. These may include the quality of physical perception, emotional makeup of the participant, and the context in which the particular art form is being experienced.

Compositional elements: see elements.

Create: to produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Elements: visual arts components such as line, texture, color, form, value, and space.

Expression: a process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Ideas: a formulated thought, opinion, or concept that can be represented in visual or verbal form.

Materials: resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media: broad categories for grouping works of visual art according to the arts materials used.

Organizational principles: see principles.

Principles: underlying characteristics in the visual arts such as repetition, balance, emphasis, contrast, and unity.

Process: a complex operation involving a number of methods or techniques, such as the addition or subtraction process in sculpture, the etching or intaglio process i n printmaking, or the casting or constructing processes in making jewelry.

Techniques: specific methods or approaches used in a larger process; for example, graduation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color.

Visual arts problems: specific challenges based in thinking about and using visual arts components.

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